DOCUMENT RESUME

ED 216 089 UD 022 275

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|---|---|
| TITLE | Park West High School Project "At Your Service." E.S.E.A. Title VII Final Evaluation Report, 1980-1981. |
| INSTITUTION | New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. |
| SPONS AGENCY | Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC. |
| PUB DATE | [81] |
| GRANT | G008007091 |
| NOTE | 56p.; Project No. 5001-56-17651 |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Academic Achievement; *Asian Americans; *Bilingual Education; Community Involvement; Counseling Services; Curriculum Development; *English (Second Language); *Haitians; High Schools; Hispanic Americans; *Language Proficiency; Mathematics Curriculum; Native Language Instruction; Program Content; Program Effectiveness; Science Curriculum; Social Studies; *Spanish Speaking; Staff Development; Vocational Education |
| IDENTIFIERS | Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education |

ABSTRACT

This report describes and evaluates Project At Your Service, a basic bilingual secondary education program with a vocational focus for Spanish speaking students and students from other minority language groups. As implemented in 1980-81, the program aimed to enhance the acquisition of the English language and to promote academic achievement among students of limited English proficiency through instruction in English as a Second Language, English reading, the native language, mathematics, social studies, science, and vocational courses. The program also provided for curriculum and materials development, counseling services, staff training, and parent involvement. In general, program participants showed favorable attitudes to the program. Evaluation indicated that the program achieved its objectives for reading in English. Data on achievement in the content areas were not available. It was suggested that collaborative efforts in program planning and implementation would help improve the program. (Author/MJL)

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# FINAL EVALUATION REPORT

## E.S.E.A. TITLE VII

Grant Number: G008007091

Project Number: 5001-56-17651

PARK WEST HIGH SCHOOL

PROJECT "AT YOUR SERVICE"

1980-1981

Principal:
Edward Morris

Project Director:
Everett Weng

Prepared by the
BILINGUAL EDUCATION EVALUATION UNIT

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

UD 022 219

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT "AT YOUR SERVICE"

(Spanish English Road to Valuable Career Education)

Park West High School

Location: 525 West 50 Street, Room 375
New York, NY 10019

Year of Operation: 1980-1981, first year of a three year funding cycle

Target Language: Spanish

Number of Students: 166

Principal: Mr. Edward Morris

Project Director: Mr. Everett Weng

## INTRODUCTION

Project "At Your SERVICE" was funded for fiscal year 1980-81 as a new grant under the provision of the Elementary and Secondary Education Act (E.S.E.A.) Title VII. This funding period completes the first of a three-year cycle for which the program was originally approved. "At Your SERVICE" is a basic bilingual secondary education program with a vocational focus. Operating as an organizational unit, a mini-school of Park West High School, it offered bilingual instructional and supportive services to 166 students, grades nine through twelve; the participants, who were of varied language groups, were all of limited English proficiency (LEP).

The project staff engaged in staff development activities primarily by attending college or university courses for further professional development. Parents were involved in the program by means of a parents' advisory council, sociocultural activities, and direct contact with the program's family assistant. Both New York City Board of Education and commercially developed curricula were adopted for instruction in English and Spanish.

The purposes of this report are: to describe the project's context, components, participants, and activities; to report student achievement and attendance data; to analyze and interpret program and student achievement data; and to make recommendations for possible program improvement.

## I. CONTEXT

### SITE

Project "At Your SERVICE" operates at Park West High School, in the midtown, westside area of Manhattan. The modern building is furnished with a range of facilities which allows Park West to function as a comprehensive high school, including the culinary arts program, for which Park West is known. The program itself is situated in a setting selected by the project staff -- a large open area which is partitioned by screens, bookshelves, etc. The program office, classroom, resource center, and recreation areas are all accessible and visible from one another.

### COMMUNITY SETTING

The school vicinity is both residential and commercial. Housing is mostly low- to middle-income. With few exceptions, program students do not live in this neighborhood. Businesses are of the small retail or warehouse types. However, the school area is within walking distance of Times Square, one of the busiest areas in the world, known for its shops, restaurants, movie houses, theaters, pornography, prostitution, and drug traffic. The school is easily accessible by subway trains, which most students use for transportation from their neighborhoods throughout New York City.

The ethnic composition of the immediate school area is approximately 50 percent Hispanic, 25 percent black, and 25 percent white. Both Spanish and

English are spoken in the area and in the school.

Although data on the ethnic composition of the school's student body and faculty were not available for review, the evaluator observed that the student population is mostly Hispanic and black, while the faculty and administration are mostly white. The program faculty, however, includes Hispanics and black Americans.

## II. STUDENT CHARACTERISTICS

Program students live in low-income, largely Hispanic or black American communities throughout the city. The neighborhoods are characterized by problems typically found in large cities in the northeast, such as poor housing, limited health services, high rates of welfare dependence, and unemployment.

Members of the project staff report that in the sociopsychological realm, attendance and drop-out rates are affected by students' assimilation of "street" cultural values. This cultural assimilation often leads to parent-child conflict, as students seem to become rebellious after living in the U.S. for a short period of time. Despite these conditions, program students are generally respectful of authority figures; their attendance rate is relatively high and drop-out rate relatively low. They avail themselves of opportunities provided by agencies, such as: career orientation sessions offered by the New York Telephone Company; and a volunteer teacher E.S.L. program, which acquaints them with native speakers of English.

Table 1 shows the languages spoken at home and the countries of birth of program students for whom information was provided. Most students' home language is Spanish (75 percent), however, there are seven other home languages represented in the program. Approximately 17 percent are from varied Asian

languages and approximately 8 percent of program students speak French or Haitian Creole. All students use their native languages at home, as well as in school.

Table 1. Number of students by language and country of birth.

| LANGUAGE | COUNTRY OF BIRTH | NUMBER |
|---|---|---|
| Spanish | Puerto Rico | 25 |
| | Dominican Republic | 41 |
| | Mexico | 3 |
| | Honduras | 1 |
| | Guatemala | 1 |
| | El Salvador | 3 |
| | Nicaragua | 1 |
| | Colombia | 4 |
| | Ecuador | 14 |
| | Other Central or South American | 2 |
| | U.S. | 3 |
| | Total | 98 |
| French or Haitian Creole | Haiti | 10 |
| Asian Languages | Korea | 3 |
| | China | 2 |
| | Hong Kong | 2 |
| | Viet Nam | 8 |
| | Cambodia | 2 |
| | India | 5 |
| | Total | 22 |
| English | Other "Caribbean" | 1 |
| TOTAL | | 131 |

Students group themselves socially in school according to language dominance. English is used for instructional purposes or to communicate with

peers and teachers who speak a different native language. Students' need for English outside of school is minimal, particularly for Spanish-dominant participants.

Ethnic identity appears to be strong, as observed in classroom interaction. Students are eager to respond to questions or discuss matters related to their countries of origin. There was no report of conflict between the national groups represented in the program or school. However, non-Hispanic students felt they were at a disadvantage in relation to Hispanics with regard to bilingual services. Because the program was designed to serve Spanish-speaking LEP students, bilingual courses and supportive services are available only in Spanish and English.

Table 2 presents the distribution by grade and sex of the bilingual program students for whom information was reported. The figures indicate that more than two-thirds of the program participants are male with high percentages of male students found in the ninth and twelfth grades.

Table 2. Number and percentages of students by sex and grade.

| | SEX | | | | | |
|---|---|---|---|---|---|---|
| GRADE | MALE N | PERCENT OF GRADE | FEMALE N | PERCENT OF GRADE | TOTAL N | PERCENT OF ALL STUDENTS |
| 9 | 34 | 74 | 12 | 26 | 46 | 35 |
| 10 | 37 | 69 | 17 | 32 | 54 | 41 |
| 11 | 14 | 61 | 9 | 39 | 23 | 18 |
| 12 | 7 | 100 | - | - | 7 | 5 |
| TOTAL | 92 | 70 | 38 | 30 | 130 | 99 |

Because so many of the bilingual program students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 3.

Table 3. Number of students by age and grade.*

| AGE | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL |
|---|---|---|---|---|---|
| 14 | 1 | - | - | - | 1 |
| 15 | 12 | 2 | - | - | 14 |
| 16 | 11 | 8 | - | - | 19 |
| 17 | 8 | 21 | 5 | - | 35 |
| 18 | 6 | 12 | 9 | 5 | 32 |
| 19 | 7 | 7 | 6 | - | 20 |
| 20 | 1 | 2 | 1 | 1 | 5 |
| 21 | - | 2 | 2 | - | 4 |
| 22 | - | - | - | 1 | 1 |
| TOTAL | 46 | 54 | 23 | 7 | 130 |
| Percent overage for their grade: | 72% | 81% | 78% | 29% | 75% |

*Shaded boxes indicate the expected age range for each grade.

According to Table 3, based on program records of student birthdates, 75 percent of the program students are overage for their grade. The proportion of overage students ranges from 29 percent in grade twelve to 81 percent in grade ten. The fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

Students have a broad range of literacy in their native languages. They range from those who are functionally illiterate (three students) through those who are one to two years below grade level, to those who read at the twelfth-grade level, write poetry, etc. (seven students). The spectrum of students' proficiency in English ranges from those who know almost no English (twelve students), through those who are enrolled in an intermediate level of E.S.L. (a large majority), to those who have enough fluency to be at least partially mainstreamed (approximately 15 students). The range of skills is further broadened by the fact that there may be a gap between oral skills and literacy. Approximately 30 students (18 percent) are said to be deficient in reading and other areas of academic performance, but have some oral proficiency in English; approximately 15 students (10 percent) are reported to be strong both in terms of English skills and general academic performance.

The family assistant suggested that program students intensely need personal counseling and in some cases, other psychological services. Five students have been reported for special evaluations; several complain of physical

symptoms for which medical evaluations have found no cause. Family conditions and parents' income and education in the country of origin are quite varied. In general, students may be said to be of lower income families, who speak their native language at home, and identify with their ethnic/national cultures. Many have a need for psychological counseling, particularly due to their age and social conditions, and most need improvement in the content areas, study habits, and English.

## III. PROGRAM DESCRIPTION

### PROGRAM PHILOSOPHY

The program aims to hasten the acquisition of English, and to promote content-area achievement through instruction in the native language. The instructional approach varies with the students' level of proficiency. Students who have least proficiency in English receive more instruction in the native language, for example. The evaluator was told by program teachers that Park West's administration has been stressing transition to greater use of English within the program.

The school staff appears to support the program's philosophy and approach; at the same time several staff members feel that students should be mainstreamed earlier than they are at present. Members of the program staff vary in opinion from the school faculty as a whole and among themselves. The program's E.S.L. staff holds that native language should be used only to develop reading and writing skills. The native language teaching staff feels that more Spanish should be used to teach the content areas in order to achieve adequate mastery of the material. They noted that recommendations for the use of English for instruction were made after the program began serving students who were dominant in languages other than Spanish. The project director advocates a strongly transitional approach but states that "no hasty transfers are made."

The evaluator observed a class in which a bilingual teacher used English throughout the period, while Spanish-dominant students used Spanish consistently to ask or respond to questions or to discuss the material among themselves. Asked why they did so, students responded that they were in a bilingual program in order to receive instruction in Spanish in certain subject areas.

## PROGRAM ORGANIZATION

The program has been in operation during 1980-1981 only. Since an E.S.L. program had been instituted when the school opened in 1978, the E.S.L. staff and some of the content-area instructional staff had been involved with LEP students before the program began. The program was developed and funded in large measure through the efforts of a teacher who became the first project director (and is now assigned to the New York City Board of Education Office).

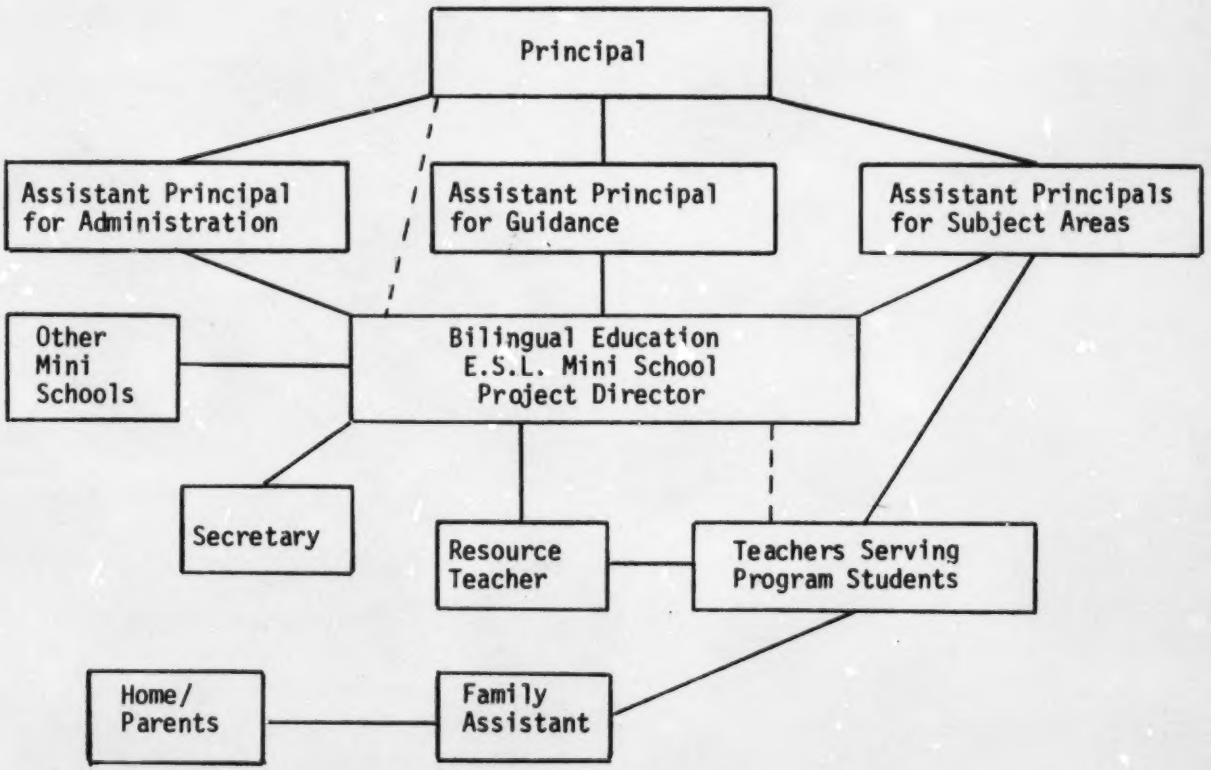
The program functions as a "mini school" under the supervision of the assistant principals in charge of administration, guidance, and content-area instruction. The project director has responsibility for all program administration, including curricular and fiscal matters. He has no responsibility for supervision of instruction. He relates directly to the principal informally, but does not take part in cabinet meetings. The diagram on the following page represents the location of project "At Your SERVICE" within the school's organization.

## STAFF CHARACTERISTICS

The present director is the second director the program has had in its single year of operation. He filled the position during the last quarter of the school year. He holds a master's degree in education, is certified by the city and state to teach social studies in high school, and has extensive experience working with bilingual students. Ethnically, he is not Hispanic; however, he is bilingual in Spanish and English, and is thoroughly familiar with Hispanic culture.

The resource career specialist and secretary positions were vacant at the end of the school year; candidates were being interviewed in order to

Chart 1. Project "At Your Service": Organization within Park West High School.



fill the positions by September, 1981. The fact that these positions were not filled significantly hampered record-keeping, curriculum development, testing, and materials acquisition.

The family assistant works closely with the school's guidance counselors. She maintains frequent contact with students' homes by telephone, mail, and visits. She has developed rapport with students, who often turn to her for personal advice. She is presently enrolled in a college program pursuing a bachelor's degree, and is a native speaker of Spanish who has experience working with Hispanic students.

## PROGRAM GOALS AND OBJECTIVES

The ultimate goal as stated in the proposal is "to provide a bilingual-bicultural instructional program, accentuating career awareness, to meet the linguistic, cultural, and future employment needs of Spanish limited English proficient students attending Park West High School. A target population of 200 (students) should be reached by this program." Its instrumental goal is to develop a comprehensive bilingual course of study for secondary education, implemented by an instructional and support service staff trained in the area of bilingual education (and related areas). Further, it aims to increase progressively the participation of parents in their children's education, and to make available educational resources related to bilingual careers to students, teachers, and parents.

Specifically, the program evaluation considers the following objectives for the 1980-81 period:

1. to improve achievement in English proficiency as indicated by the

mastery of at least one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST);

2. to increase reading achievement in Spanish as indicated by a statistically significant ($\alpha$ = .05) difference between pre-post-tests scores on the Interamerican Series Prueba de Lectura;

3. to increase the proportion of program students passing content-area courses to a percentage equal to that of non-program students in the school;

4. to increase the attendance rate of participating students to a level that is higher than the general school attendance rate as indicated by a statistically significant ($\alpha$ = .05) difference between rates of school (non-program) and program attendance;

5. to develop, disseminate, and translate curriculum packages in career awareness and social studies for Hispanic LEP students;

6. to train bilingual staff related to the program through workshops, conferences, and graduate courses; and

7. to increase parents' basic skills and knowledge of the educational system.

FUNDING

The program draws on three sources of funding: Title VII and Title I of E.S.E.A., and tax-levy monies. Tax-levy funds support all instructional positions except one. This latter position is supported by Title I, which also supports two paraprofessional positions. The Title I positions are used for instruction in reading in English as a second language. Title VII supports administrative and support service staff, including one director,

one career resource specialist, one family assistant, and one secretary intern. Tables 4 and 5 list the number of personnel and functions funded by each source.

The allocation of funds according to functions is in agreement with the requirements of the funding and fiscal (New York City Board of Education) agents. Funds have been used to meet needs as proposed, except that two funded positions have remained vacant. (See conclusions.)

## IV. INSTRUCTIONAL COMPONENT

### STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students are identified as eligible on the basis of their scores on the Language Assessment Battery (LAB). Students are interviewed by program staff and teachers, who consider primarily their linguistic and academic needs for programming. The students are grouped according to five levels of linguistic and academic ability varying from: A, a group with low English proficiency and low academic ability; to M, a group with an intermediate level of English proficiency and varied academic ability; to D, a group high in both English language and general academic ability.

Programming is fairly uniform for ninth and tenth graders, and rather varied for eleventh and twelfth graders. Table 9, showing mainstream classes in which students are enrolled, indicates the degree of heterogeneity in students' programs.

Grouping is flexible so that students may progress through the several levels toward mainstreaming. No formal criteria have been established for mainstreaming. As the students now placed in group D satisfy the requirements of this level, their scores on the CREST will be used as objective measure, and

Table 4. Funding of the instructional component.

| | FUNDING SOURCE(S) | NUMBER OF PERSONNEL: TEACHERS | PARAS |
|---|---|---|---|
| E.S.L. | Tax levy | .2+.2+.2+.4=1.0 | 2 |
| Reading (English) | Title I | .6+.2+.2=1.0 | 2 |
| Native language | Tax Levy | 2 | 1 |
| Math | Tax levy | .2+.2+.2+.2= .8 | None |
| Social studies | Tax levy | .6+.2= .8 | None |
| Science | Tax levy | .8 | None |
| Other (Voc. ed., etc.) | Tax levy | .2 | None |

Table 5. Funding of the non-instructional component.

| | FUNDING SOURCE(S) | PERSONNEL: NO. & TITLE |
|---|---|---|
| Administration & supervision | Title VII | 1- Project director |
| Curriculum development | Title VII | 1- Bilingual career resource specialist |
| Supportive services | Title VII | 1- Family assistant |
| Staff development | Title VII | 1- Project director<br>1- Career resource specialist |
| Parental & community involvement | Title VII | 1- Project director<br>1- Career resource specialist |
| Other | Title VII | 1- Secretary/Intern* |

*Position vacant at present. The project director is interviewing candidates.

teacher judgment as subjective measure, of preparedness for transition into the mainstream. Transition into greater English usage in bilingual classrooms is encouraged by the use of more English for lectures and more English written materials, with higher levels of difficulty as the student progresses.

Approximately 35 students (21 percent) are taking two or more of their content-area courses in English. None has completed the full E.S.L. sequence, however. Approximately ten students (6 percent) have participated in the program partially, and are now taking all of their content-area courses in English. They are all seniors who are in the program's official classes, have access to the guidance counselor's services, and take part in extracurricular activities with program students. No systematic follow-up is done of students who are partially mainstreamed.

INSTRUCTIONAL OFFERINGS

The offerings are diverse in content as well as level of difficulty. The ten levels of E.S.L. offered (one class at each level) correspond to students' language proficiency and reading ability. Class size varies from 15 to 29; classes meet everyday for a one-hour period.

Table 6. Instruction in English as a second language.

| COURSE TITLE AND LEVEL | AVERAGE CLASS REGISTER | DESCRIPTION | CURRICULUM OR MATERIAL IN USE |
|---|---|---|---|
| E.S.L.A1 Beginners | 19 | Beginners | Dixson Mod. Amer. Engl. 1-2 |
| E.S.L.M1 Intermediate | 15 | Intermediate | Lado English Series 1 |
| E.S.L.C Intermediate | 29 | Intermediate | Access to Eng. as Sec. Lang. |
| E.S.L.D Advanced | 26 | Adv. Writing class | Prep. for R.C.T. exams |
| E.S.L.B Intermediate | 24 | Intermediate | CREST Test Objectives |
| E.S.L. RDG. A2 | 24 | Beginners | Read. & Writ. Skills Beg. E.S.L. & All in a Day's Work |
| E.S.L. RDG. B1 | | Intermediate | |
| E.S.L. RDG. M2 | 18 | Advanced Beginners | Reading Skills- Skill Booster Series B |
| E.S.L. RDG. C7 | 22 | Intermediate | Skill Booster Series D |
| E.S.L. RDG. D6 | 26 | Advanced | Skill Booster Series E, F & Literature Anthology |

Two classes of Spanish language arts are offered, at two different levels, for one period per day. No other courses in Spanish language or Hispanic literature were reported.

Table 7. Instruction in native language arts.

| COURSE TITLE AND LEVEL | AVERAGE CLASS REGISTER | DESCRIPTION | CURRICULUM OR MATERIAL IN USE |
|---|---|---|---|
| Native Language Arts for Beginners A | 20 | Spanish Lang. Arts | Mi Primera Gramatica Puntos Criticos |
| N.L.A. Level B | 23 | Span. for Native Speakers | Puntos Criticos Advanced Grammar Tr. Prepared |

Five bilingual courses are offered: one in social studies; two in biology; one in general science; and one in chemistry. Although there is no explicit language policy agreed upon by all teachers, it is reported that the use of Spanish for instruction in these courses fluctuates from 40 to 65 percent of class time. However, the use of Spanish in bilingual courses was actually observed to fluctuate from almost no Spanish to almost all Spanish. All of the bilingual courses are considered major, that is, required for graduation. Their content corresponds with mainstream curriculum, and the materials used in the students' native language are reported by the project director to be appropriate to the students' level of comprehension.

Students are enrolled in mainstream classes depending on their ability (scores), need, choice, and graduation requirements. Table 9 shows program students' enrollment in mainstream classes. Physical education, the mainstream class in which all students are enrolled, is not listed. All other courses vary according to the number of students who want to or have to take them. There are few students enrolled in each of several specialized vocational courses, such as auto shop, aviation shop, and ship (navigation).

All courses met for five periods each week with the exception of food shop which meets for 10 periods per week.

Table 8. Bilingual instruction in content areas.

| COURSE TITLE | AVERAGE REGISTER | LANGUAGE(S) OF INSTRUCTION | USED FOR WHAT PERCENT OF CLASS TIME? | % OF MATERIALS IN NATIVE LANGUAGE |
|---|---|---|---|---|
| Social Studies A7 | 17 | Spanish/English | 65% Spanish<br>35% English | 100% |
| Biology 22 | 21 | " " | 40% English<br>60% Spanish | 20% |
| General Biology 25-28 | 29 | " " | 60% English<br>40% Spanish | 40% |
| General Science 26 | 25 | " " | 50% English<br>50% Spanish | 50% |
| Chemistry 13 | 21 | " " | 50% English<br>50% Spanish | 50% |

Table 9. Mainstream classes in which program students are enrolled.

| | COMPONENT/SUBJECT | NUMBER OF STUDENTS |
|---|---|---|
| 1. | Amer. hist 1 & 2 | 5 |
| 2. | Auto shop 1 & 2 | 2 |
| 3. | Aviation shop 2 & 4 | 8 |
| 4. | Band A & B | 8 |
| 5. | Chemistry 2 | 2 |
| 6. | Computers 1 & 2 | 6 |
| 7. | Dance | 5 |
| 8. | East. civ. 1 & 2 | 3 |
| 9. | Economics 1 | 2 |
| 10. | English 4 | 8 |
| 11. | English 6 | 5 |
| 12. | English 8 | 4 |
| 13. | Food shop | 3 |
| 14. | Geometry 1 & 2 | 5 |
| 15. | Health 1 | 2 |
| 16. | Mechanical draw. 1 | 1 |
| 17. | Music 2 | 1 |
| 18. | R.C.T. Writing | 1 |
| 19. | Remed. reading 1 & 2 | 10 |
| 20. | Remed. reading 8 | 2 |
| 21. | Remed. math | 2 |
| 22. | Typing 1 | 13 |
| 23. | Ship (Full-time) | 1 |

In an attempt to better understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during the 1980-81 school year.

Table 10. Number of students leaving the program.

| REASON FOR LEAVING | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL |
|---|---|---|---|---|---|
| Fully mainstreamed | 3 | 1 | 1 | | 5 |
| Graduated | | | | 7 | 7 |
| Dropout | 1 | | | | 1 |
| TOTAL | 4 | 1 | 1 | 7 | 13 |

As Table 10 indicates, the largest number of students reported leaving the program were seniors who graduated. Five additional students were mainstreamed while only one was reported to have dropped out of the program.

## V. NON-INSTRUCTIONAL COMPONENT

### CURRICULUM AND MATERIALS

The program used adaptations of the curricula of the city school system, as well as commercially-developed curricula and materials. To date, the program has yet to generate new curricula or to adapt for its students curricula developed by other Title VII projects.

The director reports that the curricula followed conforms with regulations established by the New York City Board of Education and the guidelines set by the New York State Department of Education. However, he feels there is a need to develop curricula for a more thorough coverage of Latin America and specifically the Caribbean. This coverage should complement present offerings in the study of eastern and western civilizations.

Students use material published in Spanish and English; these materials are available not only in classrooms, but also in a resource room which functions as a small library for use by program students. The need for appropriate curricula and materials is most intense in the area of career education. Additionally, the evaluator observed that in some content areas, such as algebra, "bilingual" classes are taught exclusively in English using materials published in English.

### SUPPORTIVE SERVICES

All program students receive supportive services from program and school staff members through guidance and academic counseling, home visits, and career orientation. Guidance services are provided by a guidance counselor housed in the guidance office of the school. The family assistant also provides personal counseling services as problems arise, in order to complement the

services of the school counselor and to provide for immediate needs. Students found to have special needs are referred for psychological assessment, but this process reportedly proceeds very slowly. Of five students referred for testing during 1980-1981, only one had actually been tested by May, 1981.

Students receive academic and career orientation advice from their grade advisor, who is an E.S.L. teacher for the program, and is bilingual in Spanish and English. Students' reports, in general, suggest that they are satisfied with the services they receive from their grade advisor. They state that they sometimes receive personal counseling from her as well.

Home visits are made by the family assistant, who maintains communication with parents by mail and telephone. This aspect of the program has apparently helped to develop and promote parental participation in the program.

## STAFF DEVELOPMENT

The only staff development activity reported is university course attendance by some staff members. Table 11 shows the staff attending, the institutions they attend, the frequency, and the courses taken. All staff taking courses are pursuing professional development in an area or discipline of interest which may ultimately benefit the program and its students.

## PARENTAL INVOLVEMENT

The program has an advisory committee composed of parents, teachers, and students who volunteer their participation. The committee meets whenever the program staff feels there is a need. Parents, in general, also come to school when they are invited to discuss issues related to their children or to attend activities sponsored by the school.

Table 11. University courses attended by staff.

| STAFF | INSTITUTION | GOAL | FREQUENCY | COURSES(S) |
|---|---|---|---|---|
| Professional (Teacher) | Baruch College (CUNY) | Cert. Admin. & Supervis. | 8 hrs./wk. | Supervised Field Experience & Community Service |
| (Director) | Queens College (CUNY) | " " " | 6 " " | " " " & Problems and Practices of Admin. |
| (Teacher) | New York University | M.A. English | 2 " " | Thesis writing |
| (Teacher) | Long Island University | M.A. Chemistry | 2 " " | -- |
| Paraprofessional (Educational assistant) | Baruch College (CUNY) | B.A. Ed.- M.A. Math | 11 hrs./wk. | Advanced Writing; Statistics; Advanced Calculus II |
| (Family assistant) | Baruch College (CUNY) | B.S. Accounting | 6 " " | Advanced Accounting 2303 |

Parental participation is said to be much higher relative to the rest of the school, despite the fact that parents must travel to the school from all parts of the city. The principal identifies this component of the program as one of its greatest strengths, stating: "I haven't seen anything like it in other schools."

The success in attracting parents to the school may be related to the high degree of commitment on the part of most program teachers, staff, and students. Additionally, communication with Hispanic parents in particular is carried out by staff members who share with them language and cultural background. Relations with parents in general take place in a personal manner.

GENERAL INDICATORS OF SELF-CONCEPT

Program students manifest attitudes toward themselves in their interactions with the staff and with their peers. In the academic realm, they express the feeling that low grades are deserved. In the ethnocultural realm, they generally demonstrate feelings of security, enthusiasm, and a desire to participate in discussions related to their nations of origin. Generally, they manifest behavior indicative of pride in their "group belongingness."

The director reports that the majority of students are not very assertive, however. They do not exhibit qualities of leadership. On the other hand, even though the school population has problems of vandalism and drug and alcohol abuse, the staff reported no instance of program students' involvement with any of those problems. Between 40 and 50 percent of the students have after-school and summer jobs, and none has been suspended during the school year.

An examination of the post high school plans of twelfth grade students reveals that of the seven graduating seniors, all but two were reported to be planning to attend college.

Table 12. Post-high school plans of twelfth-grade students.

| PLANS | N | PERCENT |
|---|---|---|
| College | 5 | 71 |
| Vocational or Career Training School | 1 | 14 |
| Armed Forces | 1 | 14 |

Participants project a positive attitude toward the program. They are very active in student government within the mini school and, generally, participate in activities which they themselves organize. This self-initiated, self-motivated behavior, in particular, may be considered a good indicator of a positive self-concept.

## VI. FINDINGS

### ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in the following areas (the instruments used appear in parentheses):

English as a second language -- (Criterion Referenced English Syntax Test, Levels I, II, III)

Attendance -- (School and program records)

The project also proposed to assess students' progress in the following areas but did not report any relevant data:

English language reading

native language reading

mathematics

social studies

science

career awareness

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists

of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment, by students who received Title I E.S.L. instruction in the fall and in the spring. Information is also provided on students' performance at the various test levels with students grouped on the basis of their native language.

Performance breakdowns are reported in two ways. First, a grade and level breakdown is reported. Second, results for the combined sample are reported for the average number of objectives mastered at pre- and post-testings, and the average number of objectives mastered per month of treatment.

Information is also provided on the attendance rate of students participating in the bilingual program compared with that of the total school population.

The following pages present student achievement in tabular form.

Table 13. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Spanish-speaking students, fall)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 28 | 11.2 | 17.3 | 6.1 | 2.5 | 2.4 |
| 10 | 38 | 9.3 | 15.6 | 6.3 | 2.7 | 2.3 |
| 11 | 17 | 11.9 | 17.3 | 5.4 | 2.8 | 1.9 |
| 12 | 5 | 11.2 | 13.6 | 2.4 | 3.0 | 0.8 |
| TOTALS | 88 | 10.5 | 16.4 | 5.9 | 2.7 | 2.2 |

*Post-test minus pre-test.

.Spanish-speaking students showed, on average, a gain of 2.2 CREST objectives per month, which is more than twice the rate set as the program objective.

.Students in the higher grades show progressively smaller gains, due, at least in part to their greater difficulty with Level III objectives.

Table 14. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): total number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain |
| 9 | 14 | 9.9 | 16.1 | 6.2 | 12 | 13.0 | 19.2 | 6.2 | 2 | 9.5 | 14.0 | 4.5 |
| 10 | 14 | 6.1 | 12.9 | 6.7 | 22 | 10.9 | 17.7 | 6.8 | 2 | 13.5 | 14.0 | 0.5 |
| 11 | 3 | 9.3 | 15.7 | 6.3 | 12 | 12.6 | 18.3 | 5.7 | 2 | 12.0 | 14.0 | 2.0 |
| 12 | - | - | - | - | 1 | 8 | 15 | 7 | 4 | 12.0 | 13.3 | 1.3 |
| TOTALS | 31 | 8.1 | 14.6 | 6.5 | 47 | 11.8 | 18.2 | 6.4 | 10 | 11.8 | 13.7 | 1.9 |

.In general, students in higher grades were given a higher level of the CREST.

.Students taking Level III show smaller gains than those in the same grade taking a lower level of the test.

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Spanish-speaking students, spring)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 27 | 11.4 | 16.3 | 4.9 | 2.7 | 1.8 |
| 10 | 40 | 10.1 | 14.0 | 3.9 | 2.9 | 1.3 |
| 11 | 17 | 10.5 | 13.5 | 3.0 | 2.8 | 1.0 |
| 12 | 5 | 11.6 | 13.4 | 1.8 | 3.0 | 0.6 |
| TOTALS | 89 | 10.6 | 14.6 | 4.0 | 2.8 | 1.4 |

*Post-test minus pre-test

.Spring gains, though still quite good (1.4 objectives per month) were generally smaller than those in the fall.

.Students in the higher grades again show progressively smaller gains, due partially, as in the fall, to their greater difficulty with Level III objectives.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): total number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain |
| 9 | 7 | 10.6 | 16.4 | 5.9 | 10 | 12.8 | 20.6 | 7.8 | 10 | 10.5 | 12.0 | 1.5 |
| 10 | 13 | 9.5 | 14.3 | 4.8 | 9 | 13.4 | 19.3 | 5.9 | 18 | 8.9 | 11.1 | 2.2 |
| 11 | 3 | 12.3 | 17.7 | 5.3 | 4 | 12.3 | 17.0 | 4.8 | 10 | 9.3 | 10.9 | 1.6 |
| 12 | - | - | - | - | - | - | - | - | 5 | 11.6 | 13.4 | 1.8 |
| TOTALS | 23 | 10.2 | 15.4 | 5.2 | 23 | 13.0 | 19.5 | 6.5 | 43 | 9.7 | 11.5 | 1.8 |

.Even more markedly than in the fall, students in higher grades took higher levels of the CREST.

.Students taking Level III again show smaller gains than do those in the same grade taking a lower level of the test.

Table 17. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Haitian Creole-speaking students, fall)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | - | - | - | - | - | - |
| 10 | 4 | 14.0 | 18.3 | 4.3 | 2.0 | 2.2 |
| 11 | 1 | 4.0 | 11.0 | 7.0 | 1.9 | 3.7 |
| 12 | 1 | 14.0 | 15.0 | 1.0 | 3.1 | 0.3 |
| TOTAL | 6 | 12.3 | 16.5 | 4.2 | 2.2 | 1.9 |

* Post-test minus pre-test.

. Though mastering, on average, somewhat fewer objectives than their Spanish speaking peers, these students have a very comparable rate of mastery due to less time (an average of 2.2 months versus 2.7 months) in the program during the fall.

Table 18. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Haitian Creole-speaking students, spring)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | - | - | - | - | - | - |
| 10 | 4 | 10.0 | 12.0 | 2.0 | 3.1 | 0.6 |
| 11 | 3 | 7.3 | 17.7 | 10.4 | 3.1 | 3.3 |
| 12 | 1 | 14.0 | 14.0 | 0 | 3.1 | 0 |
| TOTALS | 8 | 9.5 | 14.4 | 4.9 | 3.1 | 1.6 |

* Post-test minus pre-test

.Though the rate of mastery for this group is slightly lower than in the fall, it is still very good, and the number of objectives mastered was generally higher.

.The low rate of mastery by tenth and twelfth graders is at least partially due to the fact that four of the five students involved took the Level III test.

Table 19. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Asian students, fall)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 3 | 5.3 | 13.0 | 7.7 | 3.1 | 2.5 |
| 10 | 4 | 13.8 | 19.5 | 5.8 | 2.9 | 2.0 |
| 11 | 2 | 11.5 | 13.5 | 2.0 | 2.9 | 0.7 |
| 12 | 1 | 1.0 | 11.0 | 10.0 | 2.9 | 3.5 |
| TOTALS | 10 | 9.5 | 15.5 | 6.0 | 3.0 | 2.0 |

* Post-test minus pre-test

.These students' rate of mastery is equally as good as the fall rates for other language groups and they mastered even more objectives, on average, than their peers.

Table 20. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): total number of objectives mastered by grade and test level.

(E.S.L. Title I Asian students, fall)

| | LEVEL I | | | | LEVEL II | | | |
|---|---|---|---|---|---|---|---|---|
| | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain |
| 9 | 3 | 5.3 | 13 | 7.7 | -- | -- | -- | -- |
| 10 | 4 | 13.8 | 19.5 | 5.8 | -- | -- | -- | -- |
| 11 | -- | -- | -- | -- | 2 | 11.5 | 13.5 | 2.0 |
| 12 | -- | -- | -- | -- | 1 | 1 | 11 | 10 |
| TOTALS | 7 | 10.1 | 16.7 | 6.6 | 3 | 8.0 | 12.7 | 4.7 |

.Level I was given to ninth- and tenth-grade Asian students and Level II to the eleventh and twelfth graders.

.In general, ninth- and tenth-grade students had greater gains than those in higher grades.

Table 21. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month. (E.S.L. Title I Asian students, spring)

| Grade | # of Students | Average Number of Objectives Mastered PRE | POST | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 8 | 8.0 | 9.5 | 1.5 | 1.5 | 1.0 |
| 10 | 4 | 8.5 | 14.7 | 6.2 | 2.2 | 2.8 |
| 11 | 2 | 10.5 | 14.5 | 4.0 | 2.8 | 1.4 |
| 12 | 1 | 9.0 | 13.0 | 4.0 | 2.9 | 1.4 |
| TOTALS | 15 | 8.5 | 11.9 | 3.4 | 1.9 | 1.8 |

* Post-test minus pre-test.

.Over all, the spring rate of mastery for this group is almost as good as the general fall rate.

.Ninth-grade students were in the program an average of only one and a half months between pre- and post-testings and had an average rate of only one objective learned per month.

Table 22. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Asian students, spring)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | | | Total Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain | N | Pre | Post | Aver. Gain |
| 9 | 8 | 8.0 | 9.6 | 1.6 | -- | -- | -- | -- | -- | -- | -- | -- |
| 10 | -- | -- | -- | -- | 4 | 8.5 | 14.8 | 6.3 | -- | -- | -- | -- |
| 11 | -- | -- | -- | -- | 1 | 6 | 14 | 8 | 1 | 15 | 15 | 0 |
| 12 | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 9 | 13 | 4 |
| TOTALS | 8 | 8.0 | 9.6 | 1.6 | 5 | 8.0 | 14.6 | 6.6 | 2 | 12 | 14 | 2 |

.Again in the spring there was a clear relationship between the test level given to Asian students and their grade level, with Level I given only to ninth graders and Level III given only to eleventh and twelfth graders.

.The greatest gains were by those taking Level II.

Table 23. Significance of the difference between attendance percentages of program students by native language and the attendance percentage of the school.

Average school-wide attendance percentage: 73.1

| Language Group | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| Spanish | 98 | 86.7 | 20.7 | 13.6 | 8.19 | .001 |
| Haitian Creole | 10 | 96.6 | 3.5 | 23.5 | 14.16 | .001 |
| Asian Lang. | 22 | 89.0 | 14.7 | 15.9 | 9.58 | .001 |
| TOTALS | 131 | 87.8 | 19.0 | 14.7 | 8.85 | .001 |

.All language groups attended school at average rates better than 85 percent of the time, considerably higher than the 73 percent rate for the whole school.

.The very large t values indicate that attendance rates for all three language groups were very significantly higher than the average school rate.

.The Haitian Creole speakers were extraordinarily consistent in their attendance, missing only three and a half percent of school days.

Table 24. Significance of the difference between attendance percentages of program students by grade and the attendance percentage of the school.

Average school-wide attendance percentage: 73.1

| Grade | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 46 | 86.2 | 22.4 | 13.1 | 3.97 | .001 |
| 10 | 54 | 87.6 | 19.4 | 14.5 | 5.49 | .001 |
| 11 | 23 | 90.2 | 12.4 | 17.1 | 6.61 | .001 |
| 12 | 7 | 95.0 | 5.1 | 21.9 | 11.36 | .001 |
| TOTAL | 131 | 87.8 | 19.0 | 14.7 | 8.85 | .001 |

.Program participants at all grade levels attended school at average rates better than 85 percent of the time.

.Attendance rates at all grade levels were highly significantly better, statistically, than the school-wide average.

.While the number of students participating declined in the upper grades, the attendance rates of those who did participate increased steadily from ninth to twelfth grade.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The evaluator found the goals and objectives of project "At Your SERVICE" to be somewhat lofty; they may have been formulated unrealistically. Based upon the degree to which first-year objectives were achieved, it appears that further consideration needs to be given to the actual human and materials resources available to the program, as well as the interpersonal relations within the program in general. Attention needs to be focused on relations between program administration and faculty, as well as school and program administrations. The project director and the staff members of the E.S.L. component have polarized on the issue of how best to impart a bilingual education, particularly how much Spanish is to be used in content-area instruction. The principal stated that to date he has been unable to reconcile these differences. However, he further stated that he chose to retain the label of the physical facility in which the program is housed as "E.S.L. Mini School," rather than "Bilingual Mini School." This choice indicates his preference for one of the polarized parties, the E.S.L. staff, and thus intensifies the tension with the project director and bilingual staff.

The program has provided bilingual instructional and supportive services to 134 Hispanic LEP students, and E.S.L. services to 32 LEP students of various languages from grades nine to twelve. In its delivery of services it has considered the students' socioeconomic backgrounds and their linguistic and academic characteristics. Primary emphasis has been placed on the acquisition of skills in English and the completion of courses required for graduation in order to meet the objective of preparing students for employment possibilities. The career education focus proposed in the program designed originally has not yet been implemented.

Reflective of the program's emphasis on the acquisition of English skills, Spanish-speaking, Haitian/Creole-speaking and Asian students demonstrated success in meeting the program's objectives for achievement in reading in English in both fall and spring semesters. Data were not provided on the performance of program students in the content areas, however, so no assessment of their progress could be included in this report (see recommendation 9).

Of all instructional aspects, the E.S.L. component is the most developed. However, systematic planning is necessary to determine how Spanish (and/or other non-English languages) and English are to be used for instruction in the subject areas, how the content actually taught will vary from that taught in the mainstream, how a greater number of courses (academic and career) may be taught in the non-English languages, how a greater number of students may be helped to achieve in academic and vocational courses, and how the students' native cultures are integrated in the curriculum. Such planning and subsequent implementation require the formulation of a staff development component, which is at present virtually nonexistent.

The staff development component must include observation of teachers, identification of their needs (self-reported and observed), and training through various means. University courses, in-service workshops, and conferences provided should be related to the many dimensions of bilingual education.

Curriculum and materials seem to be satisfactory with the exception of math, in which a high range of student ability require a variety of texts in Spanish, and social studies, in which there needs to be a greater emphasis on the students' native cultures. The development of a Latin American studies curriculum would satisfy this need.

It appears that the need for psychological counseling and testing is greater than provisions now being made for them. Students tend to seek these services within the program. A full time guidance counselor assigned to the program would alleviate this reported problematic condition.

The parental involvement component is the second strongest feature of the program. The program has been more successful than the school as a whole in establishing positive home-school relations, and it is continuing its efforts in this area. Students' enthusiasm, satisfaction, and attendance are also indicators of program success. A bilingual student government is active and already has a record of gains made for the program as a result of its operations.

Project "At Your SERVICE" is found to be in a moderately healthy condition. If the collaboration of all those presently involved as well as incoming staff members may be secured, the program may not only overcome past ailments but also generate yet unanticipated results.

## RECOMMENDATIONS

The following suggestions are based on: a program review consisting of three days' site visits in which the school principal, program director, staff, teachers, students, and a parent were interviewed; observations of four classes; and review and analysis of relevant documents, records, and student achievement and attendance data.

1. Given the high level of organization and development of the E.S.L. part of the instructional component, attention should be focused on the issues concerning bilingual instruction in content areas. A collaborative process involving administrators, teachers, the advisory committee, and whatever technical assistance resources are available should be undertaken to review, revise,

and plan, systematically: how Spanish and English are to be used to teach content while simultaneously developing both languages; how Hispanic and American cultures (and the cultures of other language groups served) are to be emphasized and integrated as part of the total curriculum, and the social studies curricula in particular; and how the curricula taught parallel or deviate from the curricula taught in the mainstream.

2. The process of planning and formulating instructional strategies must be preceded by an assessment of teacher training needs and followed by in-service training workshops and college course attendance related to identified needs. The workshops and courses should encompass the major areas of teachers' professional and practical needs related to bilingualism and culture in education.

3. Planning and implementation of a bilingual instructional and staff development program require a process of teacher observation, need identification, and observer feedback. This process should be conducted by program staff who are responsible for program outcomes in conjunction with whatever technical assistance resources are available.

4. Given the fact that the uniqueness of the program is its provision of bilingual services related to career orientation and skills development, curricula in these two areas are essential. There is a need to acquire curricula already developed by (and for) projects serving special student populations or to develop them with existing program resources.

There is a need for curricula specifically related to career education. If it can not be acquired in the students' native language, English-language materials or curricula should be adapted. The outcome, however, must be a career education component implemented as proposed.

5. There is a need for curricula specifically related to the students' native cultures. It is suggested that, at least, a Latin American and Caribbean studies curriculum be acquired or developed and implemented.

6. All possible resources available for counseling (personal, academic, and occupational) should be explored. Municipal, state, and federally funded service agencies as well as private and public colleges might be contacted. Continuous expansion of these services is necessary.

7. Given the need for program development, staff members should be hired to fill the vacant positions funded by Title VII immediately. The program is operating beyond its capacity by attempting to serve several language groups. This situation alone necessitates personnel in addition to that funded by Title VII.

8. The program should conduct an in-house assessment of the extent to which it is meeting the linguistic and academic needs of its non-Hispanic LEP students, and make the revisions considered to be necessary. The present conditions of mixing other language students in Spanish/English bilingual classes may not be in the best interests of the students or the program.

9. It is recommended that the program make an effort to obtain evaluation data as proposed on the achievement of program students in the areas of English reading, native language reading, mathematics, social studies, and science. If career awareness is to be measured, it is recommended that the program consider appropriate instrumentation for its assessment. If these data cannot be obtained, then the evaluation objectives for these areas should be revised to reflect the existing scope of program activities.